Daniel -

Grade 2

@

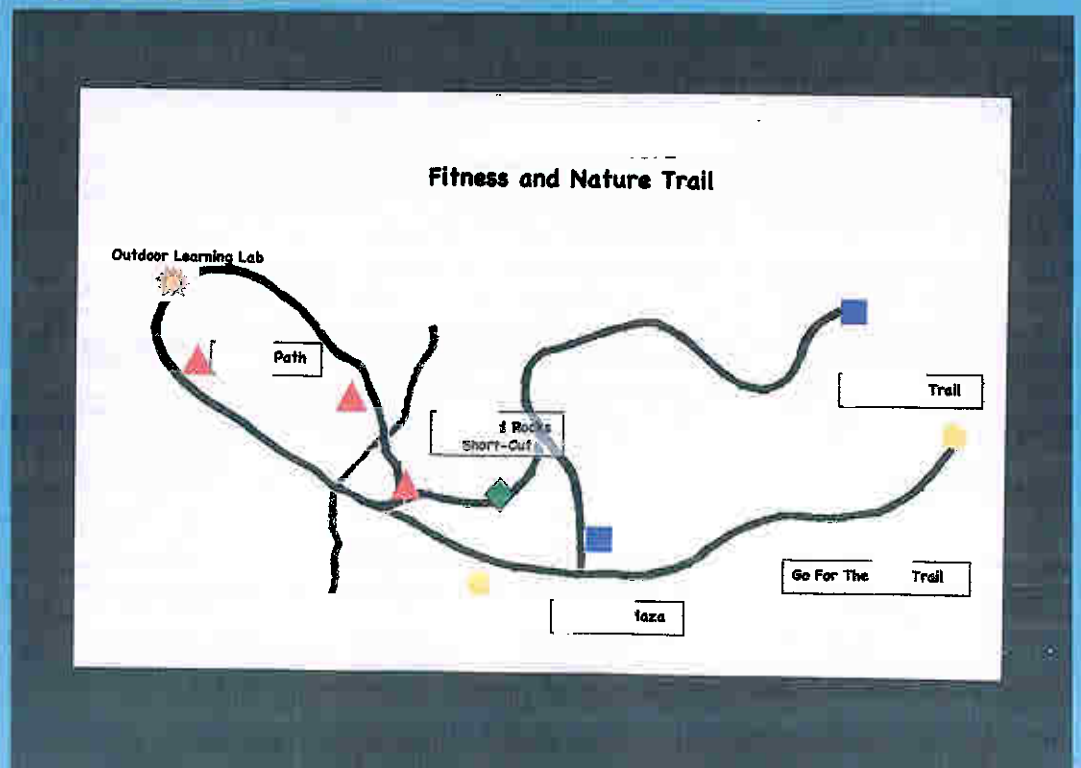I   B.   - teacher

SASID #

Daniel
Name

Alternative Assessment
for
Daniel

Daniel's snow shoe trails:

Fitness and Nature Trail

Outdoor Learning Lab

Path

Short-Cut

Trail

Go For The   Trail

laza

Portfolio Validation Form

(Complete one for the entire portfolio)

Student Name: Daniel   **SASID #:**   **Date:** 9/26/2007

SAU #:   **Student's Grade:** 2

Team Statement:

The student's work evidenced in this portfolio accurately reflects typical instructional programming directed toward the specified standards.

Typical team participants may include: general education teacher, special education teacher, paraprofessional/instructional assistant, related service provider, parent, typical peer, etc.

Instructional Team Signatures:

> Name: M   **Position:** Regular Ed Teacher

Contribution to Portfolio: Data collection

> Name: H   **Position:** Paraprofessional

Contribution to Portfolio: Data collection

> Name: P.   **Position:** Special Educator

Contribution to Portfolio: Data Collection Assembly

> Name: B   **Position:** Parents

Contribution to Portfolio: Review

> Name: A   **Position:** Speech Pathologist

Contribution to Portfolio: work - review

> Name: S   **Position:** Occupational Therapist

Contribution to Portfolio: Review & adjust details

> Name: J   **Position:** Sped Coordinator

Contribution to Portfolio: set-up & review contents

> Name: M   **Position:** ~~Physical Therapist~~ Paraprofessional

Contribution to Portfolio: Data Collection

Statement of School Principal/General Curriculum Supervisor:

I verify that I have reviewed the portfolio of (student): Daniel Nester *, in Grade* 2
and have found it to be complete and ready for submission to Statewide Assessment.

Principal's Signature: _____   **Date:** 5/9/08

NH Alternate Assessment 2007-2008

Parent/Guardian Portfolio Review Statement

Name of Child: Daniel

I, , have reviewed my child's work that is contained in this portfolio. My child's teacher, Mrs.
B   , has actively engaged me in this review process and has explained the contents of my
child's portfolio appropriately. I believe this portfolio (does/does not   (circle one) reflect my child's
current level of progress.

Comments:

_5/5/08_   _____
Date   Parent/Guardian Signature

_5/7/08_   _____
Date   Teacher Signature

Schools are responsible for seeking parent/guardian review of the completed portfolio. If the school is
unable to obtain parent/guardian review of the portfolio and signature, the school must document all
attempts to obtain this review, and a school representative must sign below.

_____   _____
Date   Signature and Title

Documentation of attempts to obtain review and signature must be kept in the school records.

NH Alternate Assessment 2007-2008

○ Printed on Recycled Paper

Video, Audiotape, and Photo Permission Form

I give permission for the .   -   school to take pictures, video, or audiotape my son/daughter, Daniel   I understand that this will be included in my son/daughter's state assessment and will be used for educational purposes only.

_____
Parent/Guardian Signature

11/14/07
Date

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

Informed Consent and Permission to Use Portfolio Materials for Training Purposes

Dear Parent or Guardian:

Materials from the New Hampshire Alternate Assessment portfolio submitted for your child Daniel Nester might be selected to be included in the Teacher Training Manual. This material may also be used for future manuals or other materials designed for training purposes. If chosen, the selection recognizes effort made by your child and the efforts of the lead implementor responsible for compiling the evidence for the New HampshireAlternate Assessment. Before we can include your child's material, we require your permission. Please review the permission form below and sign in the designated place to indicate your decision regarding use of your child's material.

I, , am the parent or legal guardian of Daniel Nester. In this capacity, I grant the New Hampshire Department of Education permission to use the following material(s) from my child's New Hampshire Alternate Assessment portfolio.

Please check to indicate your consent for each individual type of portfolio evidence:

✓ paper products **(personal identifiable information such as last names, school name, etc., will be removed)**

✓ pictures **(face will be blanked out)**

✓ audiotapes

✓ videos

_____ I do not give consent.

I acknowledge this material can be used for the express purpose of training other educators, parents, or related service providers to either compile or score an alternate assessment portfolio.

_____   _____   11/14/07
Signature of Parent/Guardian   Date

My name is Daniel ▊▊▊▊
There are 4 people in my family.
My brother is N▊▊▊▊
My dad gets me ready in the morning.
My mom drives to work on a highway.
My friends know how to use my dynavox.
My class enjoys new words.
I try to wait for snack after reading class.
During my free time, I read my favorite books.
I like to count everything. I count with my hand the best.
I ride the bus to school. I ride the bus home.
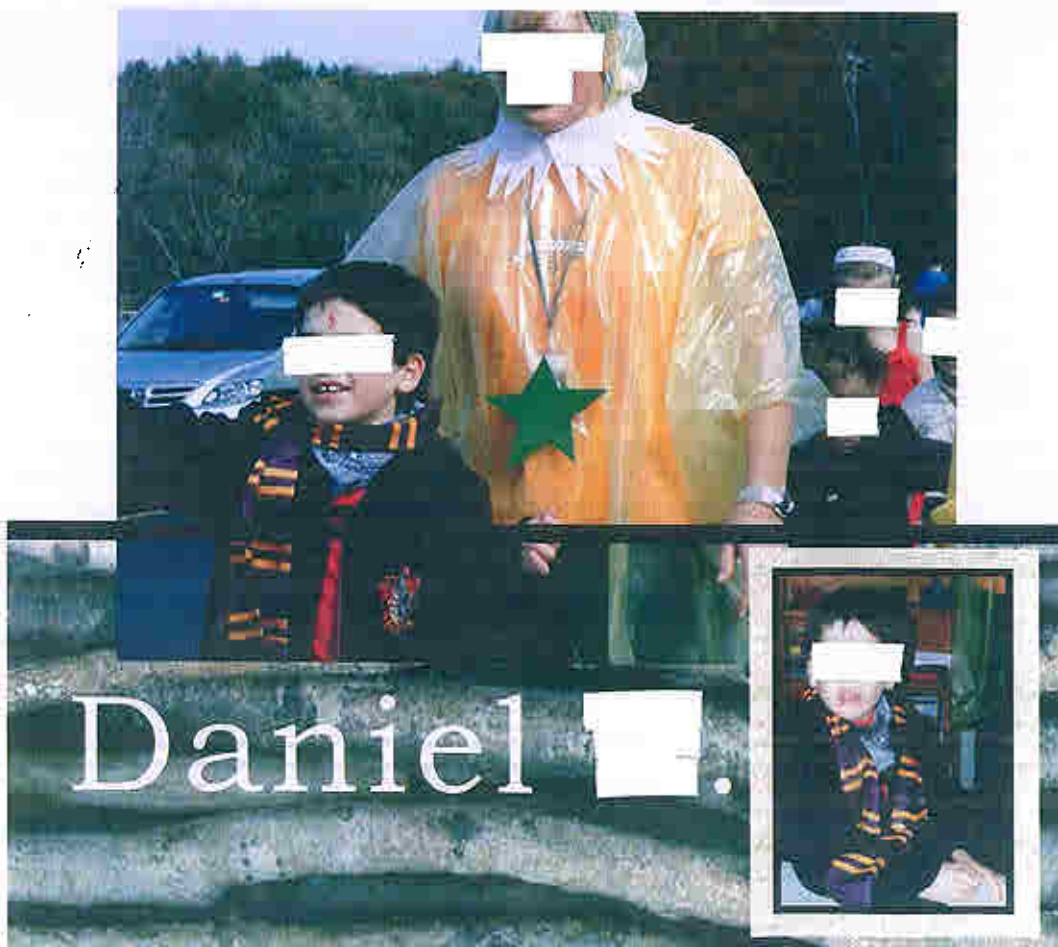
Daniel ▊.

Grade 2

B ___ SCHEDULE
SCHEDULE 2007-2008

DANIEL'S SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40	8:40-10:00 (Reading)	8:40-9:30 (OT Break) Swing in Gym	8:40-9:10 (Reading)	8:40-9:30 (OT Break) Swing in Gym	8:40-10:00 (Reading)
9:35		INSTRUCTION 9:30-10:00 P ___ 's Room	INSTRUCTION 9:10-9:40 with Mrs. B	INSTRUCTION 9:30-10:00 P ___ 's Room	
	SNACK 10:00-10:10 RECESS 10:10-10:25				
10:35	2B-Art 10:30-11:15 Mrs. B	SPEECH 10:35-11:00 J. ___ 's Room	10:30-11:10 (Math)	2B-Lib 10:30-11:10 Mrs. B	2B-PE 10:30-11:10 Mrs. R
	11:15-11:40 (Writing)	2B-Music 10:55-11:35 Mrs. N		SPEECH 11:10-11:40 J ___ 's Room	11:15-11:40 (Writing)
11:35	Medication- 11:40				
	RECESS 11:50-12:10 (LUNCH Break)				
12:35	LUNCH 12:10-12:30				
	12:30-12:45 Read Aloud				
	12:45-1:20 (Math)		OT 1:00-1:30 s ___ s Room	12:45-1:20 (Math)	
1:35	OT 1:20-1:50 s ___ 's Room	(Math)	2B-PE 1:30-2:10 Mrs. R	(Math)	SPEECH 1:30-2:00 J ___ 's Room
1:50	2:00-2:15 Meet with P ___ H ___ , Daniel,				
	2:15-2:45 (Theme or Bradley)				

ALL BLUE encircled times are SPED

Entry Cover Sheet #1
Reading Required
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Daniel   **SASID #**   **SAU #**   **Grade:**   2

Content Standard:

Student will demonstrate the interest and ability to read age/grade-appropriate materials fluently, with understanding and appreciation.

Student Performance and Progress: ONE *Measurable* **Targeted Skill:**

Daniel will match target word(s) to picture, with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Combining story, text, pictures, and vocabulary words contribute to reading fluency and understanding.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.	Pg. 1a

Collection period I - September 17 - November 16, 2007

Two Student Work Samples	Pgs. 1b, 1c
One Self-Determination Worksheet connected to one of the Work Samples	Pg. 1d, 1e

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples	Pgs. 1f, 1g
One Self-Determination Worksheet connected to one of the Work Samples	Pg. 1h, 1i

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples	Pgs. 1j, 1k
One Self-Determination Worksheet connected to one of the Work Samples	Pg. 1l, 1m

The following information must be recorded directly on each piece of evidence:

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

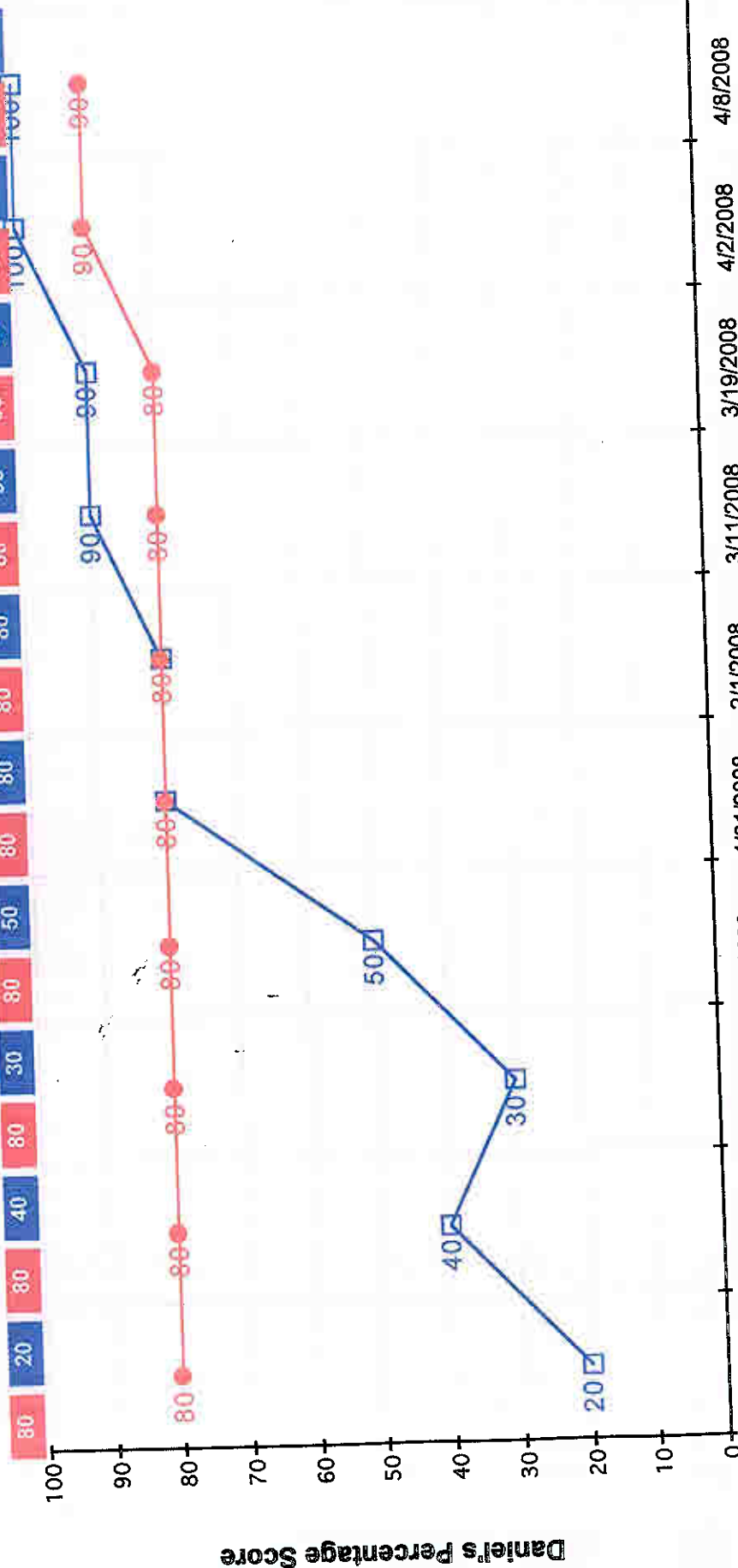**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

Student Name: Daniel

SASID #   SAU #   Grade: 2

Matching words to pictures with 80% accuracy

Daniel's Percentage Score (y-axis: 0–100)

Key
- ● Daniel's Expected %
- ☐ Daniel's Actual Score

Date	10/25/2007	11/8/2007	11/15/2007	1/8/2008	1/31/2008	2/1/2008	3/11/2008	3/19/2008	4/2/2008	4/8/2008
Brief Description of Data	In his reg ed classroom, Daniel read a social story with typical peers and then as a group they helped Dan match his name. Score: 20%, 2/10 times correct.	Gen Ed and Spec Ed: Typical peers read Daniel's train book with him in his reg class, then he matched words in Spec Ed. Score: 40%, with 4/10 correct.	Gen Ed, small group in the cafeteria for gross motor game with words. Score: 30%, words were family words: mom, dad, Daniel,	Spec Ed Setting, Special Ed Teacher, and 1 Typical Peer. Score: 50%, with 5/10 trials correct. Words: ball, mom, sun, hat, red.	Gen Ed, Typical Peers, during Bradley Reading in his classroom. Score: 80%, with 8/10 correct. Words: ball, mom, sun, hat, red.	Gen Ed, Typical Peers, during Reg Ed Reading. Words: family words and names. Score: 80%, 8/10 correctly matched words.	Library Setting, Special Ed Teacher and Head Custodian working on Reading. Score: 90%, 9/10 correct "family words".	Gen Ed, Typical Peers, during Reg Ed Reading. Score: 90%, 9/10 correctly matched words: Dinosaur (class soc stu unit).	INCREASED GOAL TO 90%.Sp/Lang Therapy, Special Ed Location. Score: 100%, 5/5 trials correct. Making a new word page on dynavox.	Outdoor Reg Ed Group Activity: Word Relay with frozen yogurts and typical peers. Score: 100%, Words; Cold, Words; Hot 5/5 trials correct.

Comments: Daniel began using his dynavox more and more to do his "reading" and overall communicating this year.

WORK SAMPLE # 1

Student Work Sample Label
Attach to Work Sample

Student Name: Daniel	**Date:** 10/25/2007

Content Area: Reading 1
Work Sample: 1

Data Collection Period: I	Setting: General Education Typical reading class

Activity Description:

Following a social story of Daniel and typical peers, Daniel matched his name to his ID picture.

Student's Performance Relative to the Targeted Skill:

20% accuracy   Daniel matched his name to his picture 2/10 times.

Supports:

Glasses, teacher created social story, name tag on his desk in typical 2nd grade class, typical peer support reading the story to him during reg. ed. reading class, large print social story, his typical reading group engaged in a race activity to find his name and match it to his picture to make it more engaging for Daniel. General Ed teacher and parpprofessional.

Student Work Sample Label
Attach to Work Sample

Student Name: Daniel	**Date:** 11/8/2007

Content Area:	Reading 1
Work Sample:	2

Data Collection Period: I	Setting:	Special Education General Education Typical reading class finished in SpEd

Activity Description:

1. Typical peers read the train book to Daniel in his classroom.
2. In the special ed room Daniel matched the word "train" to the train pictures by pointing.

Student's Performance Relative to the Targeted Skill:

40% accuracy 4/10 matched the word "train" to a train picture

Supports:

High interest book, word cards, large print, glasses, teacher, and typical peers provided verbal and visual prompts to maintain attention. Book related to gen ed class social studies unmit on community. Used dynavox for reference page and voice.

SELF DETERMINATION

eading 1

NAME: Daniel

DATE: 10-25-2007

SAMPLE: (1) 2   3

COLLECTION PERIOD: (1) 2   3

---

1. I NEED TO WORK ON:

Matching word to icon.   help   →

Matching word to word.   Mom ——▶ Mom

Matching word to picture.   EXIT ——▶

---

2. I WILL READ with:

My friends.

My books.

My dynavox.

My computer.

Daniel

SELF DETERMINATION

Daniel
Daniel
Daniel

---

3. WHEN I NEED HELP I:

Look at the letters.

M o m

Look at the pictures.

Ask for help.

Look at my dynavox.

---

4. I THINK I:

Did better!

Stayed the same.

Did worse.

---

5. TO HELP, NEXT TIME I WILL:

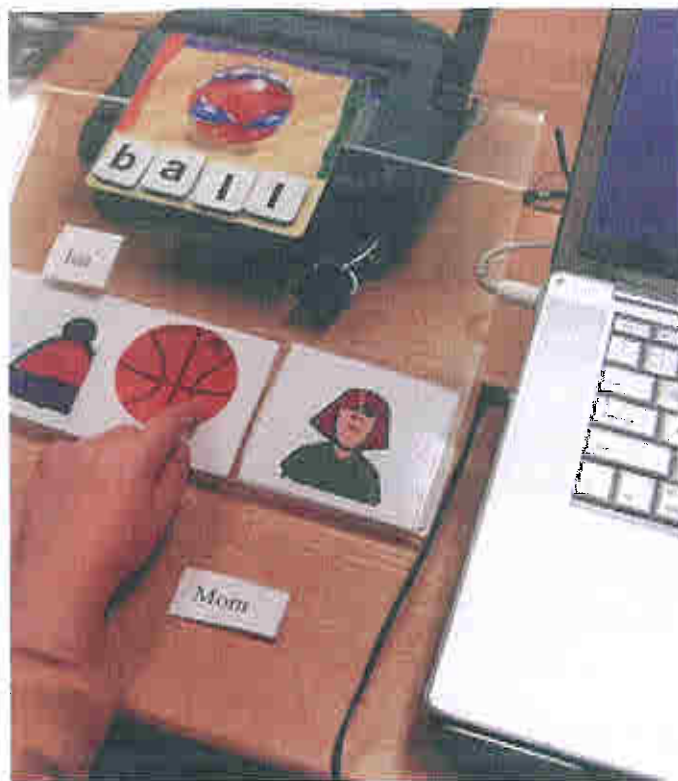Look at the letters: a b c d e f g

Match word and picture: **Ball**

Setting:
- o Regular Ed Classroom
- o Speech or Occupation Therapy Room
- o Special Ed Classroom
- o Home
- o Other Regular Ed Room _____

With:
Typical Peer(s)   Δ
General Ed Teacher   Δ
Paraprofessional   Δ
Parent   Δ
Therapist   Δ
Special Ed Teacher   Δ

Student Work Sample Label

Attach to Work Sample

Student Name: Daniel	**Date:** 1/8/2008

Content Area:	Reading 1
Work Sample:	1

Data Collection Period: II	Setting:	Special Education Special Ed classroom during Reading Time with a typical peer in a small group instructional time.

Activity Description:

1. Read the Intellitools story "All Around the School" with Sped teacher and the typical peer.
2. Matched the words to pictures with support of a typical peer.
3. Used dynavox for reference of words and pictures.

Student's Performance Relative to the Targeted Skill:

50% accuracy = 5/10 correct

Words: mom, ball, hat, sun, red

Supports:

Large print word cards, word checklist, adapted Intellitools story; Special Educator support with verbal & visual guidance, quiet setting, set up self-directed activity, computer mouse, slant board for computer laptop, typical peer for motivation and educational support.

WORK SAMPLE # 2
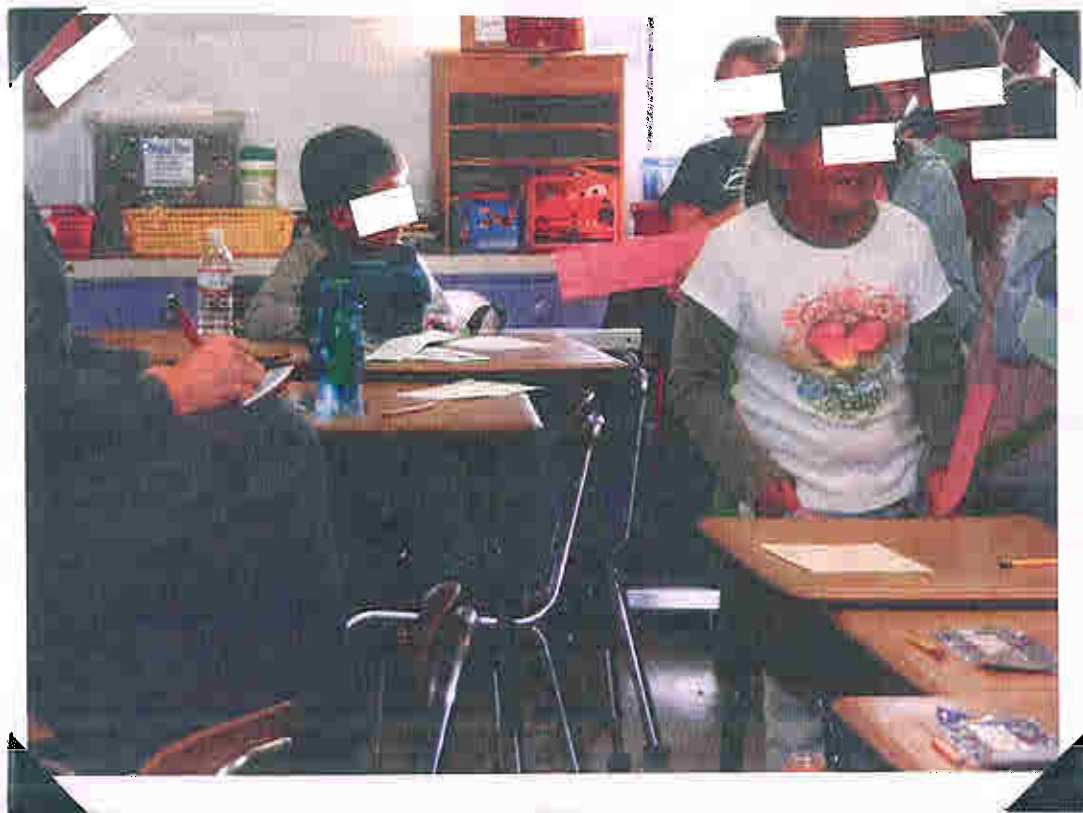
Student Work Sample Label
Attach to Work Sample

Student Name: Daniel	Date: 1/31/2008

Content Area: Reading 1

Work Sample: 2

Data Collection Period: II	Setting: General Education
	_In Regular Ed Class: Bradley Reading Activity

Activity Description:

1. Matched dynavox pictures to his word cards during the Bradley sentence activity w/ typical peers.

2. Listened to each typical student read a Bradley sentence.

Student's Performance Relative to the Targeted Skill:

80% accuracy: 8/10 correctly matched words

Supports:

Large print word cards, typical class reading activity, para support for focus and attention to words, dynavox set up with pictures, option to remain seated or standing in line, large print sentence strips, glasses.

Daniel   **SELF DETERMINATION**

NAME: Daniel   DATE: 1-8-2008

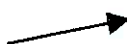SAMPLE: (1) 2   3   COLLECTION PERIOD: 1 (2) 3

---

1.   I NEED TO WORK ON:

Matching word to icon.   help ———▶
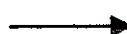
Matching word to word.   Mom ———▶ Mom
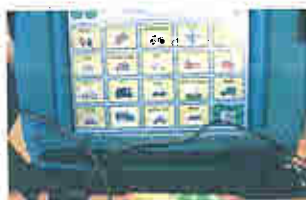
Matching word to picture.   EXIT ———▶

---

2.   I WILL READ with:

My friends.   My books.

My dynavox.   My computer.

SELF DETERMINATION

Reading 1

/- 1 -2008

---

3.   WHEN I NEED HELP I:

Look at the letters.

M o m

Ask for help.

Look at the pictures.

Look at my dynavox.

---

4.   I THINK I:

Did better!

Stayed the same.

Did worse.

---

5. TO HELP, NEXT TIME I WILL:

Look at the letters: a   b   c   d   e   f   g

Match word and picture: Ball

Setting:
- o   Regular Ed Classroom
- o   Speech or Occupation Therapy Room
- o   Special Ed Classroom
- o   Home
- o   Other Regular Ed Room _____

With:

Typical Peer(s)	Δ
General Ed Teacher	Δ
Paraprofessional	Δ
Parent	Δ
Therapist	Δ
Special Ed Teacher	Δ

Student Work Sample Label		
Attach to Work Sample		
Student Name: Daniel		**Date:** 3/11/2008
Content Area: Reading 1		
Work Sample: 1		
Data Collection Period: III	Setting: Special Education - school library with special ed teacher and Mr. H	

Activity Description:

1. In the library he was using the laptop, dynavox, word cards, and photo album.
2. Daniel matched his target words with his good friend and our head janitor, Mr. H

Student's Performance Relative to the Targeted Skill:

90% accuracy = 9/10 correct words

Supports:

Classroom Suite/Intellitools story of his family and school, laptop, mac mouse, dynavox, word cards, photo album of family members and their vehicles, good humor and rf. from head janitor Mr. H   special education teacher support and set up, and a quiet library setting.

WORK SAMPLE # 2

Student Work Sample Label	
Attach to Work Sample	

Student Name: Daniel	**Date:** 3/19/2008

Content Area:	Reading 1	
Work Sample:	2	
Data Collection Period: III	Setting:	General Eduacation Reading

Activity Description:

1. Reg. Ed. dinosaur reading activity: Daniel had a modified reading dinosaur story read to him by typical peers.
2. Matched the word dinosaur to the photos of dinosaurs with typical peer and para support.

Student's Performance Relative to the Targeted Skill:

90% accuracy-- 9/10 correctly matched words to pictures

dinosaur

Supports:

Typical peers read the story, helped him to focus to color his D d paper, played with dinosaurs at his desk after reading, and during snack. Gen ed teacher and para support, rubber dinosaur game, snack rf. after reading with typical peers.

Directions: Read statements to student. Assist student to circle his responses. Request student to stamp his name as signature.

SELF DETERMINATION

Daniel

Reading 1

NAME: Daniel Nester   DATE:

SAMPLE: 1   2   3   COLLECTION PERIOD: 1   2   3

---

1.   I NEED TO WORK ON:

Matching word to icon.   help   →

oh yeah!!

Matching word to word.   Mom → Mom

Matching word to picture.   EXIT →

---

2.   I WILL READ with:

Daniel Pointed to Mr. H on his dynavox →

My friends.   My books.

My dynavox.   My computer.

Daniel

SELF DETERMINATION

Daniel

---

3.   WHEN I NEED HELP I:

Look at the letters.

M o m

Look at the pictures.

Ask for help.

Look at my dynavox.

---

4.   I THINK I:

Did better!

Stayed the same.

Daniel

Did worse.

---

5. TO HELP, NEXT TIME I WILL:

Look at the letters: a b c d e f g

Match word and picture: Ball

Setting:
- o   Regular Ed Classroom
- o   Speech or Occupation Therapy Room
- o   Special Ed Classroom
- o   Home
- o   Other Regular Ed Room _____

Daniel

With:
- Typical Peer(s)   Δ
- General Ed Teacher   Δ Janitor
- Paraprofessional   Δ
- Parent   Δ
- Therapist   Δ
- Special Ed Teacher   Δ

Entry Cover Sheet #2
Reading Choice
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: DANIEL   **SASID #**   **SAU #**   **Grade:** 2

Content Standard:

Standard #6: The student will demonstrate competence in using the interactive language process of reading, writing, speaking, listening and viewing to communicate effectively.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

Daniel will show understanding of vocabulary words related to classroom curriculum by activating the correct icons while interacting with another on the current subject at an 80 % proficiency level.

Explain how the targeted skill is connected to the Content Standard:

He will demonstrate competence in reading the symbols or words on his communication device to interact and communicate with peers, teachers and other familiar school staff.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods   Pg. 2a
with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Collection period I - September 17 - November 16, 2007

     Two Student Work Samples   Pgs. 2b, 2c

     One Self-Determination Worksheet connected to one of the Work Samples   Pg. 2d, 2e

Collection Period II - November 19, 2007 - February 1, 2008

     Two Student Work Samples   Pgs. 2f, 2g

     One Self-Determination Worksheet connected to one of the Work Samples   Pg. 2h, 2i

Collection Period III - February 4 = April 18, 2008

     Two Student Work Samples   Pgs. 2j, 2k

     One Self-Determination Worksheet connected to one of the Work Samples   Pg. 2l, 2m

The following information must be recorded directly on each piece of evidence:

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

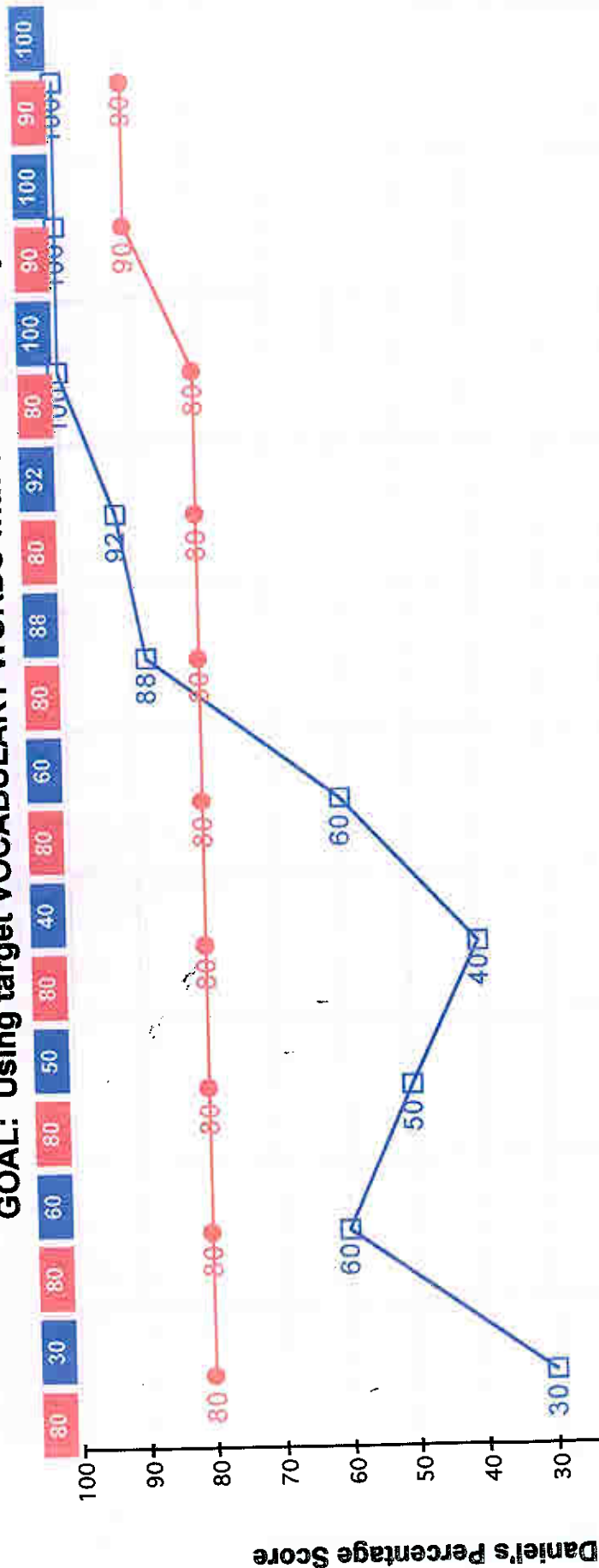**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

NH Alternate Assessment 2007-2008

Student Name: DANIEL   SASID #   SAU #   Grade: 2

GOAL: Using target VOCABULARY WORDS with 80% Accuracy

Daniel's Percentage Score

Date	9/28/2007	10/23/2007	11/9/2007	12/12/2007	1/4/2008	1/31/2008	2/11/2008	3/6/2008	3/20/2008	4/2/2008
Brief Description of Data	Daniel used his dynavox to interact with typical peers during reading about vehicles in the community: 3/10 vocab correct. SCORE: 30% accuracy	Daniel used his dynavox to interact with typical classroom peers about transportation vocab: 6/10 vocab words correct. SCORE: 60%	Daniel used his dynavox during the tree practice and performance with typical peers and adults: 5/10 words correct. SCORE: 50%	Daniel used his dynavox during reg ed social studies with typical peers: 6/10 correct. Topic: Pilgrims SCORE: 40%	Daniel used his dynavox icons and words for winter activities with his typical peers, before they went out snow shoeing: 6/10 correct. SCORE: 60%	Daniel interacted with typical peers while activating his vocab words on his dynavox during reg ed soc st: 7/8 correct. SCORE: 88%.	In Special Ed Daniel used his vocabulary with a typical peer about dinosaurs, with a book, computer and dynavox: 11/12 correct. SCORE: 92%.	Gen Ed Classroom, with typical peers. Nutritionist was giving a lesson on eating well. Dan used his food dynavox page, with 5/5 words correctly used. 100%	WE PUT THE GOAL UP TO 90% ACCURACY. In the sp/lang room, Daniel used his soc st vocab word "dinosaur" correctly 5/5 times. SCORE: 100%	Special Ed room, with sped teacher, Daniel used 5/5 vocab correctly on his dynavox, reviewing his daily schedule. SCORE: 100%

Comments: READING CHOICE: DANIEL WILL SHOW UNDERSTANDING OF VOCABULARY WORDS USING HIS DYNAVOX AT AN 80% PROFICIENCY LEVEL WHILE INTERACTING WITH OTHERS ABOUT THE TOPIC.

Key

● GOAL: 80%
□ DAN'S % SCORES

NH Alternate Assessment 2007-2008

Student Work Sample Label
Attach to Work Sample

Student Name: Daniel	**Date:** 10/23/2007

Content Area:	Reading 2
Work Sample:	1

Data Collection Period:	Setting:	General Education
I		Reading

Activity Description:

1. Reg Ed social studies unit - community and transportation
2. Daniel activated transportation vocab words on his dynavox in response to questions from typical peers.

Student's Performance Relative to the Targeted Skill:

60% accuracy   6/10 corrections on dynavox used

Supports:

dynavox support of regular social studies theme, typical peers and para to support theme and ask questions and maintain focus. Glasses, class book collection, and community based pictures.

Daniel

tree

Student Work Sample Label

Attach to Work Sample

Student Name: Daniel	**Date:** 11/9/2007

Content Area:	Reading 2
Work Sample:	2

| Data Collection Period:

I | Setting: General Education

Outside: Regular Ed class performance |
|---|---|

Activity Description:

Daniel activated the tree wind icons; leaf, branch, trunk, and tree on his dynavox during reg class with typical peers.

Student's Performance Relative to the Targeted Skill:

50% accuracy 5/10 correct activations of "tree" vocabulary

Supports:

Typical peer support to remain with typical class outside for presentation; para and reg ed teacher support to visually and verbally guide interactions about trees (reg ed social studies curriculum). Speech pathologist assisted by setting up dynavox and helping him outside.

SELF DETERMINATION

Daniel

Reading 2

NAME: Daniel

DATE: 11-9-2007

SAMPLE: 1 (2) 3

COLLECTION PERIOD: (1) 2 3

---

1. I WILL USE MY VOCABULARY WORDS With:
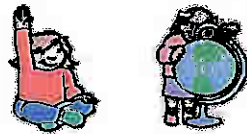
My dynavox.

My books.

---

2. I WILL DO THIS WITH:

My friends.

Daniel

My teachers.

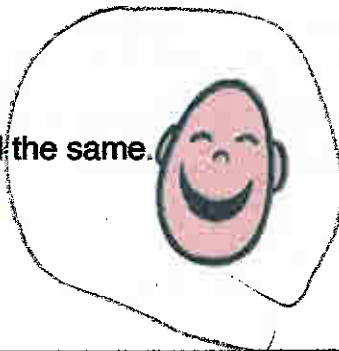## SELF DETERMINATION

Reading 2

DATE: 11-9-2007

---

4. I THINK I:

Improved!

Stayed the same.

Did worse.

---

5. NEXT TIME I WILL WORK HARDER ON:

Using my vocabulary page:

Using more words:

Using more dynavox pages:

Daniel
Daniel
Daniel

Setting:
- o Regular Ed Classroom
- o Speech or Occupation Therapy Room
- o Special Ed Classroom
- o Home
- o Other Regular Ed Room _Outside_

With:
- Typical Peer(s) Δ
- General Ed Teacher Δ
- Paraprofessional Δ
- Parent Δ
- Therapist Δ
- Special Ed Teacher Δ

D 28

Daniel

Yellow Coat

Student Work Sample Label		
Attach to Work Sample		
Student Name: Daniel		**Date:** 1/4/2008
Content Area: Reading 2		
Work Sample: 1		

Data Collection Period: II	Setting:	General Education Snowshoeing on school trails outside for regular ed winter activities

Activity Description:

1. Dynavox recreation icons and discussion
2. Snowshoeing outside as a group with PE teacher, typical peers, and para on school trail Blue.

Student's Performance Relative to the Targeted Skill:

60% accuracy   6/10 correct choice of vocabulary icons

Supports:

Physical support from PE teacher and para. Dynavox pages made by the speech pathologist. Typical peer and para support for focus and vocab questions. Sp Ed support.
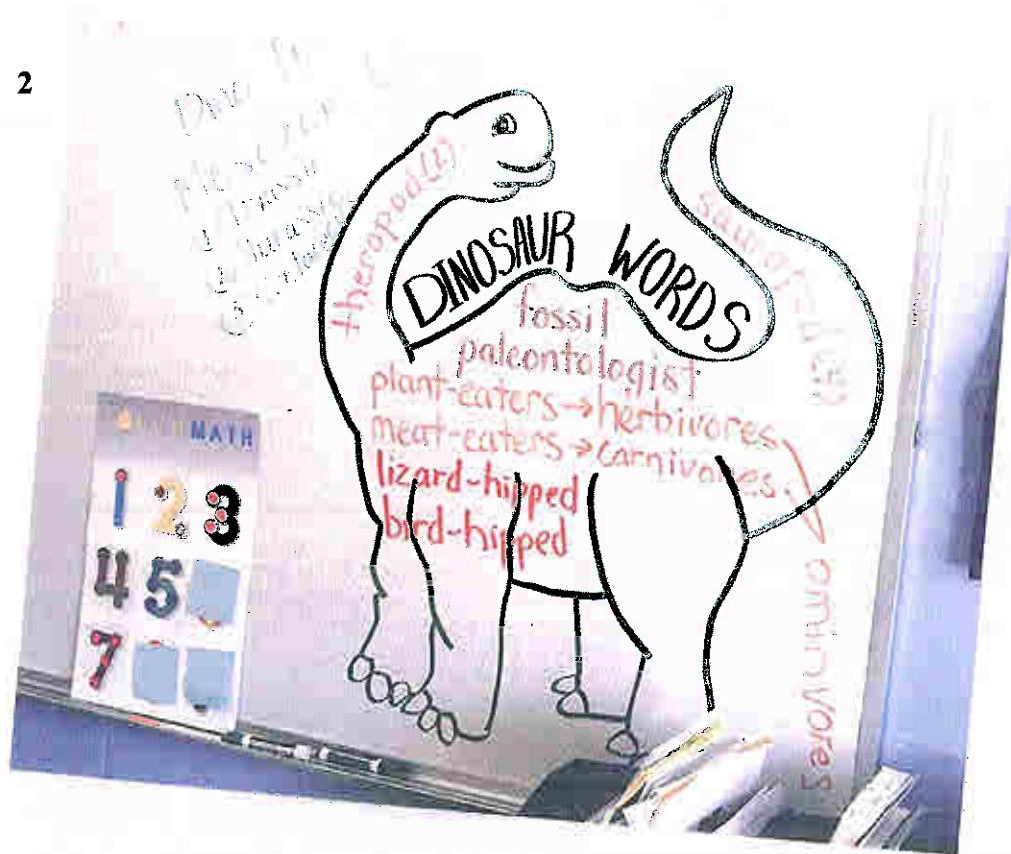
Student Work Sample Label	
Attach to Work Sample	

Student Name: Daniel	**Date:** 1/31/2008

Content Area:	Reading 2
Work Sample:	2

Data Collection Period: II	Setting: General Education
	–Social Studies - regular ed classroom

Activity Description:

Using   1.   2.   3.   4.
Dinosaur vocab words: dinosaur, plant, meat, and bone on his dynavox. Daniel interacted with typical peers during a social studies activity.

Student's Performance Relative to the Targeted Skill:

88% accuracy   7/8 correct use of vocab icons

Supports:

Dynavox dino page - photos and books of dinosaurs in reg ed class - typical peers and teacher support to focus and talk about dinosaurs.

SELF DETERMINATION

Reading 2

NAME: Daniel Nester Daniel

DATE: 1-4-2008

SAMPLE: (1) 2 3

COLLECTION PERIOD: 1 (2) 3

---

1. I WILL USE MY VOCABULARY WORDS With:
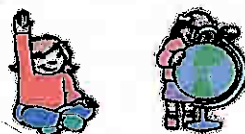
Learning Outdoor Words   and   Snowshoeing

Daniel

My dynavox.

My books.

---

2. I WILL DO THIS WITH:

He pointed to "J"

My friends.

My teachers.

Daniel   Daniel

SELF DETERMINATION

Reading 2

DATE: 1-4-2008

---

4. I THINK I:

Improved!

Stayed the same.

Did worse.

---

5. NEXT TIME I WILL WORK HARDER ON:

Using my vocabulary page:

Using more words:

Using more dynavox pages:

Daniel   Daniel   Daniel

Setting:
- o   Regular Ed Classroom
- o   Speech or Occupation Therapy Room
- o   Special Ed Classroom
- o   Home
- o   Other Regular Ed Room _Outside_

With:

PE

Typical Peer(s)	Δ
General Ed Teacher	Δ
Paraprofessional	Δ
Parent	Δ
Therapist	Δ
Special Ed Teacher	Δ

Student Work Sample Label	
Attach to Work Sample	

Student Name: Daniel	Date: 2/11/2008

Content Area:	Reading 2
Work Sample:	1

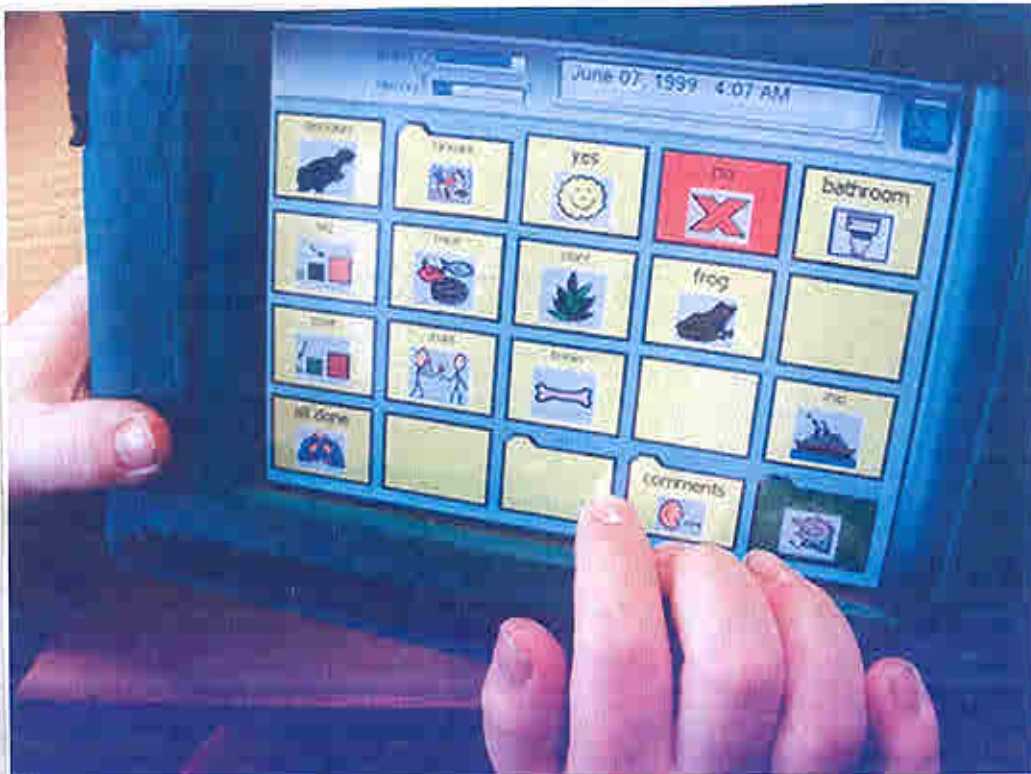| Data Collection Period: III	Setting:	Special Education
		Reading / Social Studies in the Learning Lab

Activity Description:

Daniel used his dynavox during the computer dinosaur program to indicate his favorite dinosaurs and answer questions from his typical peer/partner using his dino words

Student's Performance Relative to the Targeted Skill:

92% accuracy: 11/12 dino words activated accurately during interaction

Supports:

Sp Ed teacher set up modified dinosaur story for small group - typical peer partner - dynavox, computer, story book and matching modified computer story, headphones, glasses, mouse

Student Work Sample Label

Attach to Work Sample

Student Name: Daniel	**Date:** 3/20/2008

Content Area:	Reading 2
Work Sample:	2

Data Collection Period: III	Setting:	Special Ed Setting: Speech and Language Room with Speech Language Pathologist

Activity Description:

With his dynavox and frog book, Daniel reviewed frogs and his frog song. He correctly activated the frog icon on his special "reg classroom" topic page (on the dynavox).

Student's Performance Relative to the Targeted Skill:

100% accuracy = 5/5 correct trials

Supports:

Speech Therapist made the content area page on the dynavox, combination of icons, song, and book to learn about frogs, repetition of these throughout the day with paraprofessional, glasses, quiet setting

SELF DETERMINATION

Reading 2

NAME: Daniel Nester

DATE: 2-11-2008

SAMPLE: (1) 2 3

COLLECTION PERIOD: 1 2 (3)

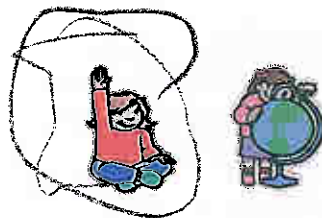### 1. I WILL USE MY VOCABULARY WORDS With:

My dynavox.

My books.

(and "computer," as Daniel pointed computer on his dynavox)

Daniel

---

2. I WILL DO THIS WITH:

My friends.

My teachers.

SELF DETERMINATION

4. I THINK I:

Improved!   Stayed the same.   Did worse.

5. NEXT TIME I WILL WORK HARDER ON:

Using my vocabulary page: Using more words:

Using more dynavox pages:

Daniel

Setting:	With:
o Regular Ed Classroom	Typical Peer(s) Δ
o Speech or Occupation Therapy Room	General Ed Teacher Δ
o Special Ed Classroom	Paraprofessional Δ
o Home	Parent Δ
o Other Regular Ed Room _____	Therapist Δ
	Special Ed Teacher Δ

Entry Cover Sheet #1
Mathematics Required
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Daniel   **SASID #**   **SAU #**   **Grade:**   2

Content Standard:

Student will communicate his or her understanding of mathematics and recognize, develop, and explore mathematical connections.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

With verbal cues or choral counting with another, Daniel will demonstrate one to one correspondence as he actively participates in counting to 5, at 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

By accurately counting out object Daniel will learn the stability of number sense.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods   Pg.   3a
with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Collection period I - September 17 - November 16, 2007

    Two Student Work Samples   Pgs. 3b, 3c

    One Self-Determination Worksheet connected to one of the Work Samples   Pg.   3d

Collection Period II - November 19, 2007 - February 1, 2008

    Two Student Work Samples   Pgs. 3e, 3f

    One Self-Determination Worksheet connected to one of the Work Samples   Pg.   3g

Collection Period III - February 4 - April 18, 2008

    Two Student Work Samples   Pgs. 3h, 3i, 3j

    One Self-Determination Worksheet connected to one of the Work Samples   Pg.   3k

The following information must be recorded directly on each piece of evidence:

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

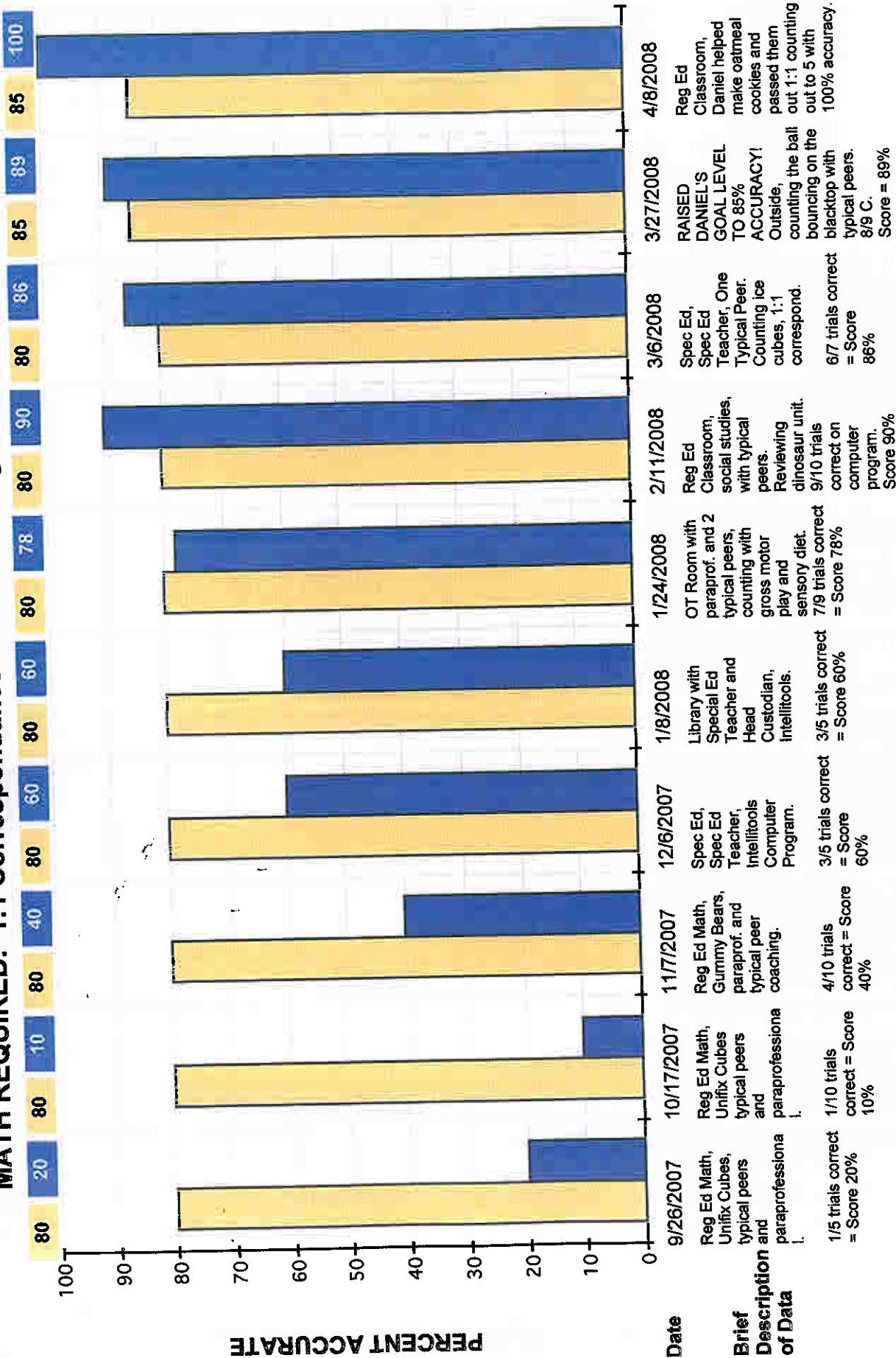**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

NH Alternate Assessment 2007-2008
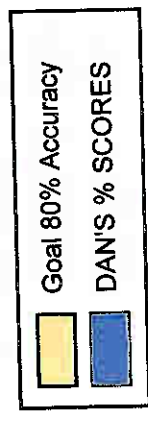
MATH REQUIRED: 1:1 Correspondance While Counting Out To 5 with 80% Accuracy

PERCENT ACCURATE (vertical axis: 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0)

Date	9/26/2007	10/17/2007	11/7/2007	12/6/2007	1/8/2008	1/24/2008	2/11/2008	3/6/2008	3/27/2008	4/8/2008
Brief Description of Data	Reg Ed Math, Unifix Cubes, typical peers and paraprofessional.	Reg Ed Math, Unifix Cubes typical peers and paraprofessional.	Reg Ed Math, Gummy Bears, paraprof. and typical peer coaching.	Spec Ed, Spec Ed Teacher, Intellitools Computer Program.	Library with Special Ed Teacher and Head Custodian, Intellitools.	OT Room with paraprof. and 2 typical peers, counting with gross motor play and sensory diet.	Reg Ed Classroom, social studies, with typical peers. Reviewing dinosaur unit.	Spec Ed, Spec Ed Teacher, One Typical Peer. Counting ice cubes, 1:1 correspond.	RAISED DANIEL'S GOAL LEVEL TO 85% ACCURACY! Outside, counting the ball bouncing on the blacktop with typical peers.	Reg Ed Classroom, Daniel helped make oatmeal cookies and passed them out 1:1 counting out to 5 with 100% accuracy.
	1/5 trials correct = Score 20%	1/10 trials correct = Score 10%	4/10 trials correct = Score 40%	3/5 trials correct = Score 60%	3/5 trials correct = Score 60%	7/9 trials correct = Score 78%	9/10 trials correct on computer program. Score 90%	6/7 trials correct = Score 86%	8/9 C. Score = 89%	

Key
- Goal 80% Accuracy (yellow)
- DAN'S % SCORES (blue)

Comments: Daniel and his typical peers counted and counted with Daniel's paraprofessional this year. He had strong motivation to count. He showed significant improvement.

Student Work Sample Label

Attach to Work Sample

Student Name: Daniel	**Date:** 9/26/2007

Content Area:	Mathematics 1
Work Sample:	1

Data Collection Period:	Setting:	General Education Math
I		

Activity Description:

Daniel counted unifix cubes during math in his regular classroom. Typical peer demonstrated counting and then counted with him.

Student's Performance Relative to the Targeted Skill:

20% accuracy - 1/5 trials correct, counting out 5 objects.

Supports:

Choral counting with Daniel by paraprofessional and one typical peer, hand over hand pointing to each cube 1:1 by paraprofessional. Cubes grouped by color.

Student Work Sample Label

Attach to Work Sample

Student Name: Daniel	**Date:** 11/7/2007

Content Area:	Mathematics 1
Work Sample:	2

Data Collection Period:	Setting:	2nd grade regular classroom Math
I		

Activity Description:

Math game with edible different colored counters: Daniel physically counted out the number of pieces in the palm of his hand and pushed the correct number on his dynavox. The typical peer math partner said the numbers for him as he counted and pushed the numbers on his dynavox.

Student's Performance Relative to the Targeted Skill:

40% accuracy - 4/10 correct counting out objects to 5. Daniel has developed a desire to do his math. He does his counting by pointing his index finger into his palm with 1:1 correspondence and listens to a peer or teacher verbally count. He then pushes the correct number on his dynavox.

Supports:

Typical peer support or adult support to verbally count as he counts by touch into the palm of his hand. Routine math game in which he is familiar with steps and the counters.

Self-Determination Form

Data Collection Period __1__ Corresponds With Work Sample #__2__

WHEN: (Date)

Today is _____11-7-2007_____

* Daniel used his dynavox to respond to the statements. The teacher recorded his responses on this page.

WHAT: (Choice of activity)

* I will work on ___Counting unifix cubes.___

WHAT: (Planning)

(friend)

* I will need ___unifix cubes, my math partner, and___

___Mrs. H___

HOW: (Monitoring)

Dan pointed to his answer and had hand over hand assistance to circle Daniel's answer.

How did I do?

GREAT JOB   **I CAN DO BETTER**
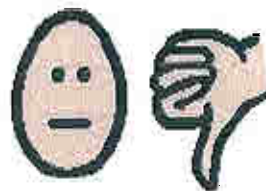
WHAT: (Self-Evaluation)

* Next time I will ___Put my unifix cubes in the bucket___
___to count them.___

The underlined words are those he pushed on his dynavox.

Put 5 vehicles in your driveway: Car   Police Car   Race Car   Van   Truck

Printed from Intellitools/Classroom Suite/Daniels work

60%
3/5 correct

Student Name: Daniel	**Date:** 12/6/2007

Content Area:	Mathematics 1
Work Sample:	1

Data Collection Period: II	Setting: Special Education

Activity Description:

Intellitools math program: Daniel followed the on-screen instructions and then counted out the number of items with verbal cues from the special educator as he placed each vehicle in the driveway.

Student's Performance Relative to the Targeted Skill:

60% accuracy - 3/5 correct

Supports:

Adapted computer program; dynavox number page; glasses; favorite subject to count - vehicles. special educator set up, cued, and encouraged.

Daniel,
Score: 60%
(3 out of 5 pages correct)

Math Required
Collection Period 2
Sample #2

Date: 1/8/2008

Work Sample:	2

Data Collection Period:	Setting:	General Education
II		Library during math class with a typical peer partner.

Activity Description:

Classroom Suite Math Program: Interactive Math
Daniel chose a number page and then counted the number of objects on the page as the typical peer counted with him.

Student's Performance Relative to the Targeted Skill:

60% accuracy - 3/5 correct, counting up to 5

Supports:

Macmouse, dynavox, computer, glasses, quiet setting, special educator support, typeial peer support. Daniel taught his typical peer friend how to work his program: "Counting Fun"

*Daniel used his dynavox to answer these questions. The underlined words are the vocabulary he used on the dynavox.

Self-Determination Form
Data Collection Period __2__ Corresponds With Work Sample # __2__

WHEN: (Date)
Today is __1-8-2008__   Daniel Nester

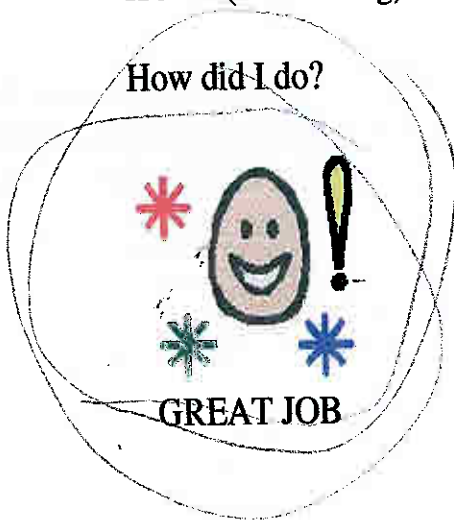WHAT: (Choice of activity)

* I will work on __math in the library.__

WHAT: (Planning)

                                          "friend"
* I will need __the computer, my partner,__
and __my number page on the dynavox.__

Daniel circled this one
HOW: (Monitoring)   ✓ with hand
                             over hand
How did I do?   assistance.

GREAT JOB   I CAN DO BETTER
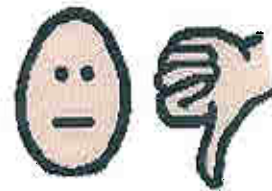
WHAT: (Self-Evaluation)
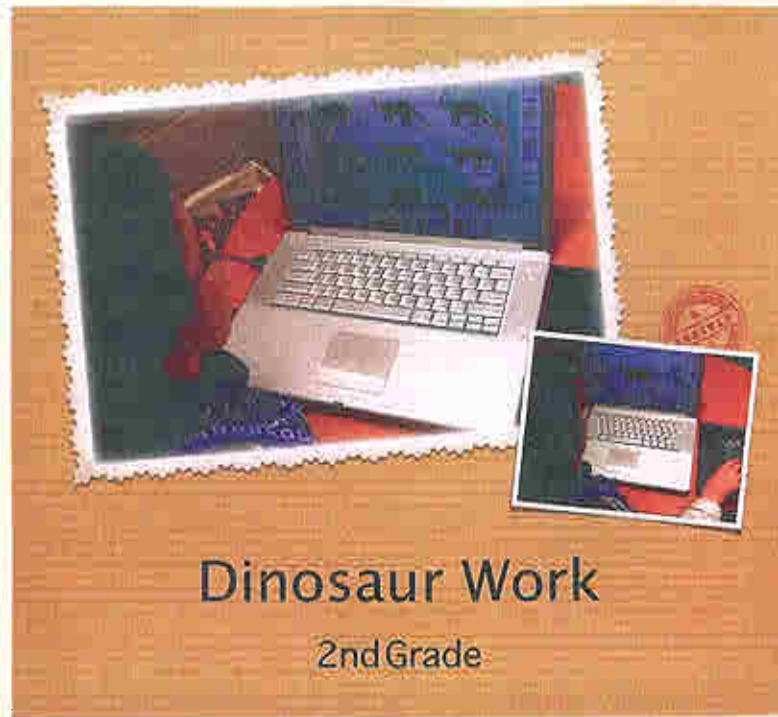
* Next time I will __use my hand to point count like__
__Mrs. H__   Daniel

        Daniel Daniel
            Math Choice
        Daniel   Daniel

Dinosaur Book

Daniel

February 2008

Dinosaur Work

2nd Grade

1

Student Name: Daniel Date: 2/11/2008

Content Area:	Mathematics 1	Student Name: Daniel	Date: 2/11/2008
Work Sample:	1		

Data Collection Period: III	Setting:	General Education Social Studies and Math	

Activity Description:

Dinosaur project: counting dinosaurs on computer math program. typical peers choral counted with him and one pushed the numbers on his dynavox as he touched each dinosaur on the screen.

Student's Performance Relative to the Targeted Skill:

90% accuracy - 9/10 pages counted correctly up to 5

Supports:

Small group of typical peers doing a dinosaur project of books, computer programs, post cards, paintings, stories, writing and a powerpoint presentation.

WORK SAMPLE # 2

Work
Sample
2

Student Work Sample Label	
Attach to Work Sample	
Student Name: Daniel	**Date:** 4/8/2008

Content Area: Mathematics 1	
Work Sample: ②	

Data Collection Period: III	Setting: General Education Math time

Activity Description:

Daniel helped his typical peers make cookies and passed them out to his class. He gave 5 typical students one cookie as the para verbally cued the numbers to him. then he passed out another 5 cookies until he passed out all the cookies.

Student's Performance Relative to the Targeted Skill:

100% accuracy -- 5/5 correct trials counting to 5

Supports:

Interactive cooking activity; opportunities to practice counting with para and typical peers as they mixed cookie dough.

Daniel

4/8/2008   Math Required I   Work Sample 2   General Ed Setting, Serving Typical Peers the Cookies

Score: 100%; 5/5 correct trials counting out to 5 with verbal cues.

*Daniel's responses were on his dynavox. The teacher wrote his answers on this page. The underlined words are his dynavox vocab words, that he used.

Self-Determination Form

Data Collection Period 3 Corresponds With Work Sample #2

Daniel

WHEN: (Date)

Today is _____ 4-8-08 _____

WHAT: (Choice of activity)

* I will work on _____ Counting to 5. _____

WHAT: (Planning)

* I will need _____ cookies, bowl, my friends, raisins, counting page, Mrs. H _____, MR. D J _____, and Jo _____

HOW: (Monitoring)

Daniel used adult help to circle this answer.

How did I do?

GREAT JOB

Daniel

Daniel   r
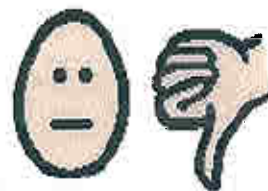
I CAN DO BETTER

Daniel

WHAT: (Self-Evaluation)

* Next time I will _____ Count more cookies with Jo and Mr. H _____

Daniel
Math Choice

Entry Cover Sheet #2
Mathematics Choice
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Daniel   **SASID #**   **SAU #**   **Grade:**   2

Content Standard:

Standard #5: The student will develop number sense and an understanding of our numeration system.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

Daniel will identify the numerals 1, 2, 3, 4 and 5 by pointing to and matching the written or verbal number, with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Identifying the numerals as Daniel learns to count will help him to communicate and understand math connections in his life.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.	Pg. 4a

Collection period I - September 17 - November 16, 2007

Two Student Work Samples	Pgs. 4b,4c,4d
One Self-Determination Worksheet connected to one of the Work Samples	Pg. 4e,4f

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples	Pgs. 4g,4h,4i
One Self-Determination Worksheet connected to one of the Work Samples	Pg. 4j,4k

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples	Pgs. 4l,4m
One Self-Determination Worksheet connected to one of the Work Samples	Pg. 4n,4o

The following information must be recorded directly on each piece of evidence:

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.
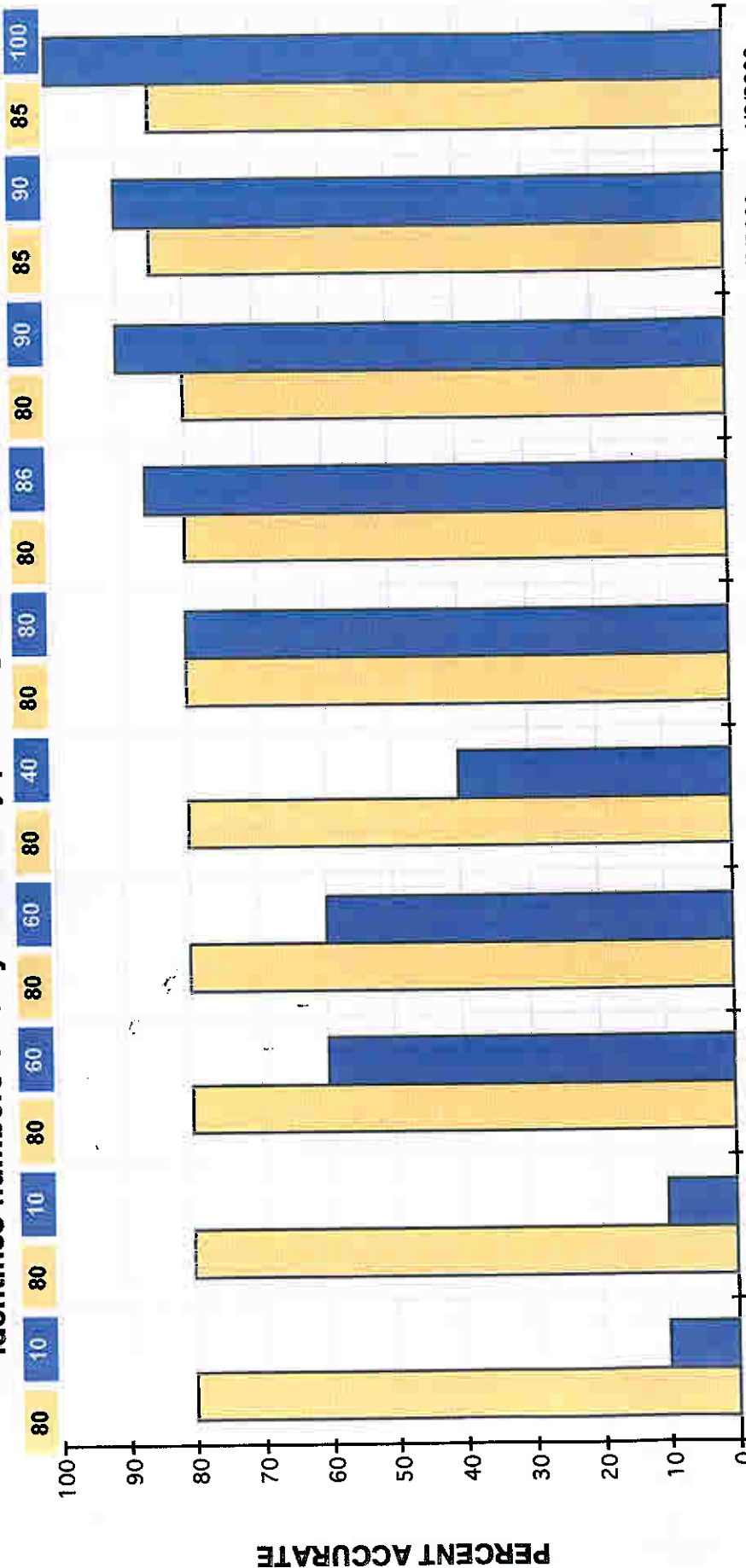
NH Alternate Assessment 2007-2008

Student Name: DANIEL   SASID #   SAU #   Grade: 2

Identifies numbers 1 - 5 by accurately pointing to the number with 80% accuracy.

PERCENT ACCURATE

Date	9/25/2007	10/23/2007	11/6/2007	12/18/2007	1/4/2008	1/22/2008	2/11/2008	3/11/2008	4/2/2008	4/8/2008
	Score: 10% 2/20 correct.	Score: 10% 1/10 correct.	Score: 60% 3/5 correct.	Score: 60% 3/5 correct.	Score: 40% 4/10 correct.	Score: 80% 8/10 correct.	Score: 86% 6/7 correct.	Score: 90% 9/10 correct.	RAISED THE GOAL TO 85% Score: 90% 9/10 correct.	Score: 100% 10/10 correct.
Brief Description of Data	Math time in reg ed class, with typ peer. Worked on a worksheet together and Daniel worked on identifying 1 - 5.	Math time in reg ed class with typ. peer. Dan counted out fruit loops and found the numeral on his dynavox.	Math time in reg ed class with typ. peer. Dan counted out cheerios and found the numeral on his dynavox.	In the special ed room, Daniel worked with a number book and his dynavox to identify the numerals 1 - 5.	In the library, Daniel had a quiet time on a number recognition computer program with the special ed teacher.	Gen Ed, Math time, in his reg class, Daniel and a typ peer named the numbers on cupcakes and then filled them with candles.	Paraprofessional, math time in the reg classroom, with 2 typical peers. Worked on counting dinosaurs.	In his Reg Ed math class, Daniel counted gummy bears and identified numerals on his dynavox, with 2 typical peers and para	Outside Recess, numbers on sidewalk, Daniel named the numbers with the typ kids and paraprof.	Daniel worked diligently on a simple computer program to id his numerals 1 - 5. Great Job! 100%

Comments: Daniel responds well to technology and learning math.
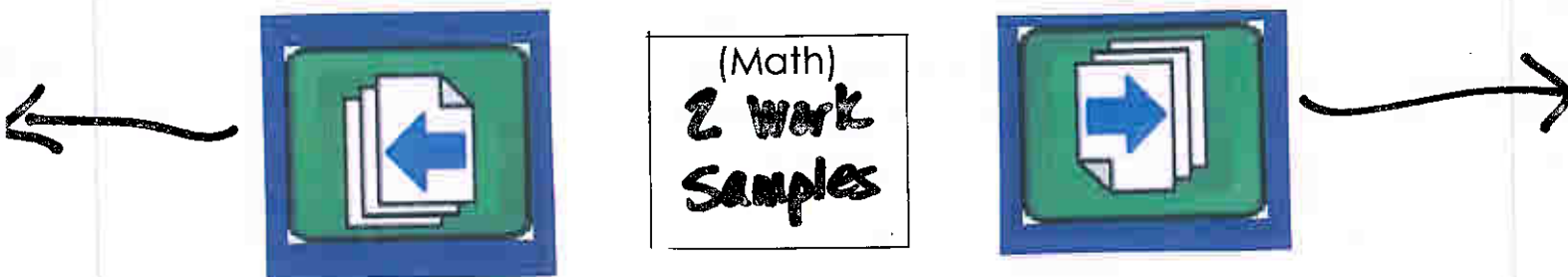
Key
Goal 80% Accuracy
DAN'S % SCORES

Daniel ██████
Score: 10%
(1 out of 10)

Math Choice
Collection Period 1
Sample #1

Date: 9/25/2007

(Math)
2 Work Samples

Student Work Sample Label	
Attach to Work Sample	
Student Name: Daniel	**Date:** 9/25/2007

Content Area:	Mathematics 2
Work Sample:	1

Data Collection Period: I	Setting: 2nd grade regular classroom math time

Activity Description:

Daniel worked with the typical classmate sitting next to him to complete the math (apple) assignment. His job was to correctly identify numerals 1-5 on the assignment sheet by pushing the same number on his dynavox.

Student's Performance Relative to the Targeted Skill:

10% accuracy
Daniel had 20 opportunities to identify the numerals 1-5 from the assignment. When the typical peer pointed to a number on the worksheet he correctly completed 2/20 numerals on his dynavox.

Supports:

His typical peer partner modeled the correct numeral when Daniel made a mistake. The teacher sat with the pair to guide the activity. The numbers on the dynavox are enlarged for the best visual. He was shown 3 numbers at a time to limit visual distraction. His typical peer colored Daniel's worksheet with him.
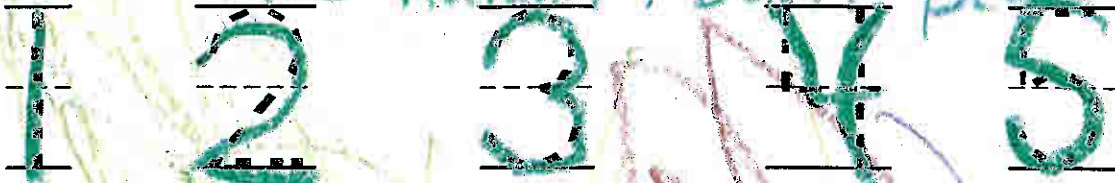
Daniel Nester

Name: _____

Math

Daniel — point to the number on your dynavox when L says the number. Don't peek!!

1   2   3   4   5

WORK SAMPLE # 2

Student Name: Daniel	**Date:** 11/6/2007

Content Area:	Mathematics 2
Work Sample:	2

Data Collection Period: I	Setting: 2nd grade general ed classroom Math games

Activity Description:

Daniel practiced counting out Cheerios. If incorrect his teacher or game partner would tell him the actual number. He then identified that total number on the dynavox screen by pushing the correct numeral. He worked on numbers 1-5.

Student's Performance Relative to the Targeted Skill:

60% accuracy - 3/5 correct. Daniel was laughing and engaged with his partner as they played the math game. He responded more accurately at the beginning of the game. The number 5 is hard for him to remember.

Supports:

Typical classmates and teacher; the game was played at a routine math time; Daniel set the dynavox to the correct frame for math; Daniel counted objects that he could eat when he was done pointing to the correct "total" number.

Daniel

Daniel

SELF DETERMINATION

Math Required 1

NAME: Daniel

DATE: November 6, 2007

SAMPLE: 1 (2) 3

COLLECTION PERIOD: (1) 2 3

---

1. TODAY IN MATH I WILL KNOW MY NUMBERS 1 2 3 4 5 BY:

"three"

saying the numbers with someone

matching: **3 3**

identifying: **1 2 3 4 5**

---

2. I WILL DO THIS WITH

my computer game

gestures/sign language

my dynavox

---

3. IF I DON'T KNOW MY NUMBERS I WILL TRY TO:

look on my math page

look at my number books

11-6-07

SELF DETERMINATION

Daniel
Daniel

Math Required 1

Daniel

4. I THINK I:

improved   stayed the same   did worse

5. NEXT TIME I WILL WORK HARDER ON:

singing numbers   my friend(s)   looking on my math page

looking at books

Setting:
- o   Regular Ed Classroom
- o   Speech or Occupation Therapy Room
- o   Special Ed Classroom
- o   Home
- o   Other Regular Ed Room _____

With:
Typical Peer(s)   Δ
General Ed Teacher   Δ
Paraprofessional   Δ
Parent   Δ
Therapist   Δ
Special Ed Teacher   Δ

Daniel

2

WORK SAMPLE # 1

Work Sample #1

Student Work Sample Label
Attach to Work Sample

Student Name: Daniel		**Date:** 12/18/2007

Content Area:	Mathematics 2

Work Sample:	1

Data Collection Period: II	Setting:	General Education Room: Library	and Special Ed in the Library as we continued the reg. ed Library class with a small grp. of 3 students.

Activity Description:

Math game - Daniel's tack was to identify the numbers 1-5 when it was his turn in a gross motor game with 2 typical peers.

Student's Performance Relative to the Targeted Skill:

60% accuracy - 3/5 numbers correctly identified given a verbal cue of the number by the teacher.

Supports:

Quiet setting, active motor movement in game format, familiar dynavox page with big numbers, turn taking and playing with typical peer friends, laughing and motivation from typical peers. Set up and monitor of activity by special ed teacher.
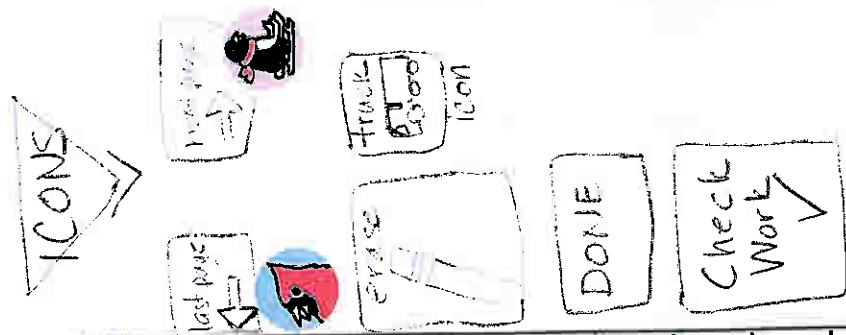
Special Ed - WWISN in the Library

Name: Daniel

Starting Date: 12/12/07 **Ending Date:** 12/21/07

✓ = correct
J = 60% accuracy

ICONS

GREAT!

Focus	Skill	N	E	P	A	N	E	P	A	N	E	P	A	N	E	P	A
Reading	ball, cat, mom, sun		✓				✓				✓				✓		
Reading	icons in f.d. programs	✓				✓				✓					✓		
Comp	find pics of b,s,m,s reading program: erase icon									✓					⟋		
Comp		½ ½ "1" "2"			½ ½ "1,2,3"				½ ½ "1,2,3"				½ ½ "1,2,3,4"			
Math ✶	Identifying the correct number .s	✓ "4"			✓ "4"				✓ "4"				✓ "4" "1,2,3,4"			
Math balls	sorting	✓			✓				✓				✓			
Comp	- left click PC mouse	✓			✓				✓				✓			
Comp	Math program: erase icon	✓			✓								✓			

Alternative Assess. Score

M.U.

Student Name: Daniel	**Date:** 1/22/2008

Content Area:	Mathematics 2
Work Sample:	2

Data Collection Period: II	Setting:	General Education: Regular Math Class

Activity Description:

1. Daniel told his typical peer the number on the cupcakes on his dynavox and then put the candles on the cupcakes.
2. Numbers 1-5: Daniel had two opportunities to identify each number 1-5

Student's Performance Relative to the Targeted Skill:

80% accuracy - 8/10 correct responses identifying the numbers 1-5

Supports:

Typical peer support, motivating cupcakes as materials, math group time, dynavox number page, special ed therapist and para support with regular ed teacher in regular math class.

SELF DETERMINATION

Math Required 1

Daniel

Daniel

NAME: Daniel

DATE: Jan. 22, 2008

SAMPLE: 1 (2) 3

COLLECTION PERIOD: 1 (2) 3

---

1. TODAY IN MATH I WILL KNOW MY NUMBERS 1 2 3 4 5 BY:

"three"

saying the numbers with someone

matching: **3 3**

identifying: **1 2 3 4 5**

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2. I WILL DO THIS WITH

my computer game

gestures/sign language

my dynavox

"and G"
— he pointed to
his typical peer,
G

---

3. IF I DON'T KNOW MY NUMBERS I WILL TRY TO:

look on my math page

look at my number books

1

1-22-08

SELF DETERMINATION

Math Required 1

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4. I THINK I:

improved

stayed the same

did worse

---

5. NEXT TIME I WILL WORK HARDER ON:

singing numbers   my friend(s)

looking on my math page

looking at books

Daniel

Setting:

o   Regular Ed Classroom   *Math*
o   Speech or Occupation Therapy Room
o   Special Ed Classroom
o   Home
o   Other Regular Ed Room _____

With:

Typical Peer(s)   A
General Ed Teacher   A
Paraprofessional   A
Parent   A
SP/L   Therapist   A
Special Ed Teacher   A

Student Work Sample Label

Attach to Work Sample

Student Name: Daniel	**Date:** 3/11/2008

Content Area:	Mathematics 2
Work Sample:	1

Data Collection Period: III	Setting:	General Education: Regular Ed Math class

Activity Description:

1. Daniel counted out 1:1 Gummybear candy to 5 and told his typical peer math group his number.
2. The paraprofessional restated the number.
3. He had to find the correct page and push that number on his dynavox to identify numbers 1-5.

Student's Performance Relative to the Targeted Skill:

90% accuracy - 9/10 correctly identified numbers 1-5

Supports:

Typical math team / peers, in class support from paraprofessional, dynavox, snacks to count, juice to drink, glasses, teacher support, and interaction for motivation.

Birmingham Grid for Numbers

Daniel
4-8-2008

1. 1-5 = 100% - 5 correct
2. 1-5 = 100% - 5 correct

= 10 total correct

100% acc.

BIRMINGHAM GRID FOR NUMBERS

Click on the numbers that make up the target number and then click on 'Check' to see if your answer is correct.

1	2	3	4	5	6	7	8	9

Your target is: 3   Check   Play Again   Reset

✓ You have scored 10 correct out of 10 questions answered.

PRINT   BACK

Student Name: Daniel		**Date:** 4/8/2008
Content Area:	Mathematics 2	
Work Sample:	2	
Data Collection Period: III	Setting:	Special Education Room with: Special Ed Teacher

Activity Description:

Computer number identification program: a number was stated and he clicked his mouse to identify numbers between 1-5.

Student's Performance Relative to the Targeted Skill:

100% accuracy - 10/10 correct

Supports:

Computer program, mouse, independent activity, quiet room, special ed teacher set up program for him, glasses, and slant board for laptop.

(The teacher read the self determination statements to Daniel. Daniel pointed to his responses and the teacher helped him circle those responses on this page. Daniel stamped his name on this page to sign it.)

SELF DETERMINATION

Math Required 1

NAME: Daniel

DATE: 4-1-2008

SAMPLE: 1 (2) 3

COLLECTION PERIOD: 1 2 (3)

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Daniel

1

4-8-08

SELF DETERMINATION

Math Required 1

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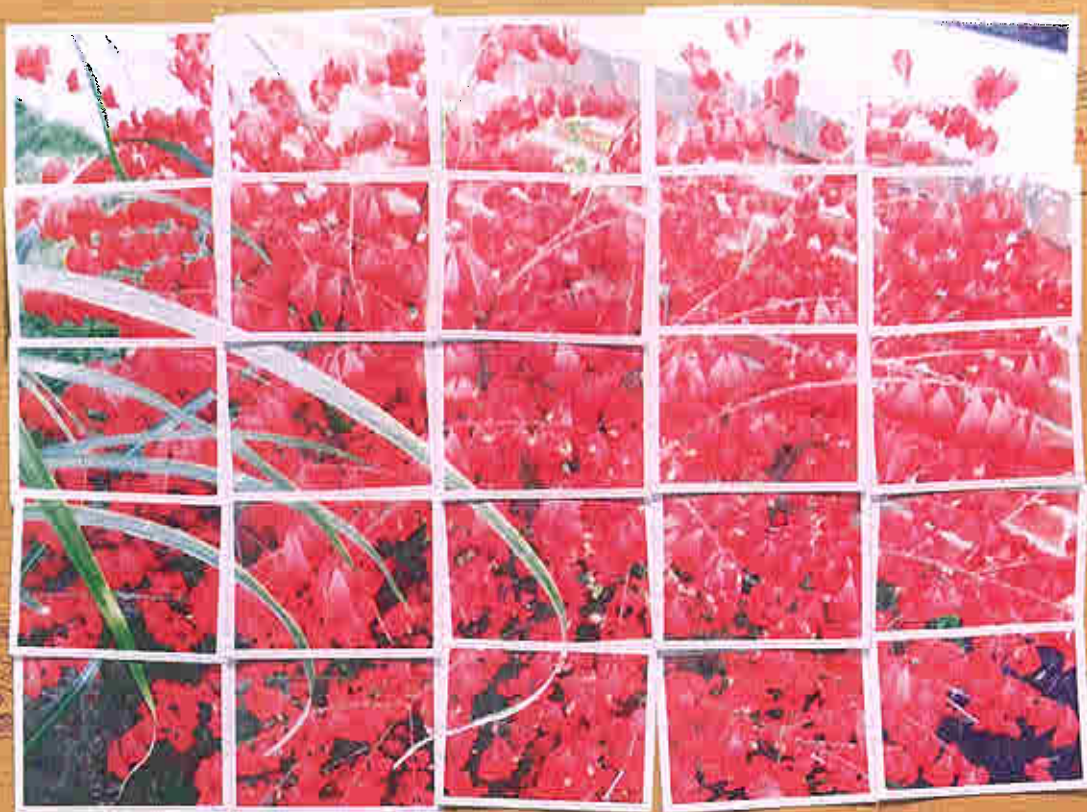looking on my math page

looking at books

Daniel

Daniel

Setting:
- o   Regular Ed Classroom
- o   Speech or Occupation Therapy Room
- o   Special Ed Classroom
- o   Home
- o   Other Regular Ed Room _____

Daniel

Daniel

With:

Typical Peer(s)	Δ
General Ed Teacher	Δ
Paraprofessional	Δ
Parent	Δ
Therapist	Δ
Special Ed Teacher	Δ

2

Daniel